

THOMSON



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A Lexical Approach to Teaching English

*A Summer School for Advanced Teachers of English
with Hugh Dellar (University of Westminster)
1-15 July, 2007 - Lake Baikal*

1st week

		Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:30	Theory and Practice	What's So Innovative About INNOVATIONS? <i>In this introductory session, we will be looking at what makes Innovations different from other books - and what keeps it similar. This session aims to provide a broad overview of the series and to open up many of the issues we will go on to explore in more detail over the course of the coming two weeks.</i>	Teaching Vocabulary <i>In this session, we will be looking at what it means to know a word. We will consider issues such as collocation and colligation, connotation, pronunciation and co-text. We will also touch on different exercise types and consider best classroom practice when dealing with vocabulary.</i>	Grammar is dead! Long live grammar? <i>In this session, we will be exploring the problems with the traditional Present-Practice-Produce approach to teaching grammar and considering what corpora research and theories such as Lexical Priming tell us about the way grammar is really used.</i>	Teaching Spoken English Means More Grammar - Not Less! <i>If courses are not to be structured around the presentations of discrete blocks of grammar, how on earth CAN they be structured? This session will suggest an alternative way of thinking about syllabus and lesson aims. We will also explore how a fuller understanding of the Common European Framework can help us move towards a new kind of EFL syllabus</i>	What Are Texts in the Classroom For? <i>In this session, we will discuss what functions texts in the classroom serve, what kind of texts work best with students and why. We will debate the merits of authentic texts, take a critical look at the predominance of 'skills' teaching and consider just what it means to be a good reader.</i>
		Lexical Priming: A New Theory of Language <i>Here, we will briefly look at how Professor Michael Hoey's new theory of how languages work - a theory he has dubbed Lexical Priming. The notion of Lexical Priming underpins much of the more practical classroom-oriented ideas we will move on to look at later.</i>	Teaching Vocabulary: Workshop <i>In this practical, hands-on workshop, we will be putting ourselves in the shoes of our students and considering the problems they have with words - and thinking about how best to tackle them.</i>	Teaching Grammar: Workshop <i>What does it mean to teach grammar lexically? In this workshop, we will find out! Here, we look at what students really need to know about grammar and consider what kinds of exercises and practice activities might best help facilitate this. We will also touch on the issue of correction.</i>	Teaching Grammar: Workshop <i>In this practical, hands-on workshop, we will be looking at how grammar works within everyday conversations and considering the problems - and possibilities - this presents us with in the classroom.</i>	Teaching Reading <i>In this practical, hands-on workshop, we will be looking at different ways of dealing with texts in the classroom and working together to produce tentative lesson plans around one particular text.</i>
		Spoken and Written Language <i>How is Spoken English different from Written English and what implications does this have for the classroom? In this workshop, we'll uncover the core differences between the way we use English to speak and the way we use it to write and consider what this means for our students.</i>	Verbs <i>Verbs work in many different ways and come in all shapes and sizes. In this session, we will explore transitive and intransitive verbs, multi-word verbs and verbs of both high and low frequency. We will look at what makes them tick and what teachers need to make clear to students if we really want them to use their verbs actively.</i>	Nouns <i>Just like verbs, nouns work in many different ways and come in all shapes and sizes. In this session, we will explore abstract and real nouns, compound nouns and noun phrases. We will look at what makes them tick and what teachers need to make clear to students if we really want them to use their nouns actively.</i>	Adjectives <i>In this session, we will consider what students need to know about adjectives and how we can best make this clear to them. We will consider issues such as synonyms, antonyms, collocation and multiple meanings and their implications for the classroom.</i>	Idioms <i>Idioms are often seen as being frightening, obscure items of the lexicon and are thus either ignored altogether or else taught in rush at FCE level. This session aims to demystify idioms, to show that in fact they permeate all levels of language and to look at easy, common-sense ways of dealing with them both in the classroom and also in the syllabus. We will be looking at some classic Dos and Don'ts when it comes to teaching idioms too.</i>
15:00	Lessons	<i>In this lesson, we will cover some speaking, some vocabulary around the subject of language learning and a listening. The material used will be Innovations Advanced: Unit 1 - Describing People - Page 10.</i>	<i>In this lesson, we will cover some speaking, some collocations and a reading. The material used will be Innovations Advanced: Unit 1 - Describing People - Pages 12 and 13.</i>	<i>In this lesson, we will cover some vocabulary around the theme of the body, a listening - and plenty of grammar! The material used will be Innovations Advanced: Unit 7 - Hair & Beauty - Pages 44 and 45.</i>	<i>In this lesson, we will cover some speaking, some adjectives and some more (lexical) grammar. The material used will be Innovations Advanced: Unit 8 - Politics and Elections - Pages 48 and 49.</i>	<i>In this lesson, we will cover some speaking, some collocations and, of course, some idioms! The material used will be Innovations Advanced: Unit 2 - Work and Office Politics - Pages 14 and 15.</i>

		Monday	Tuesday	Wednesday	Thursday	Friday
2nd week	9:00-10:30	You're Not Listening! I Didn't Hear!	Teaching Speaking and Pronunciation	Teaching Writing	Dealing with Error	Revision and Testing
	11:00-12:00	Teaching Listening: Workshop	Teaching Speaking: Workshop	Teaching Writing: Workshop	Dealing with Error: Workshop	Revision: Workshop
	13:30-15:00	Modality	Conditionality	Futurity	Grammar Truth and Lies	Exemplifying Spoken Language
	15:00	Lessons				
	Theory and Practice	<i>In this session, we will be looking at what makes good listeners good listeners. We will consider the difference between listening and hearing and ask whether certain kinds of listening texts made the process easier - or more difficult - for students. Again, we will explore the degree to which skills are useful to teach and will look at ways of handling listenings in class.</i>	<i>In this session, we will be looking at the motor skills that move the mouth and exploring the relationship between listening, speaking and pronunciation. We'll look at a range of exercise types and of classroom activities that can help students get better at saying English - and consider what we can do when students speak in class to tackle ingrained issues.</i>	<i>How do students get better at writing? What kind of writing tasks should we be setting? And what works best with students: a top-down approach or a bottom-up one? A process or a product oriented focus? This session will offer some answers to all of these questions - and more! We will also look at how best to correct written work</i>	<i>This session will consolidate and expand upon the work we've already done on error correction. We will consider what we actually mean by errors, what causes errors and what this means for the classroom. We will look at when to - and when to - correct and discuss why some ways of correcting are better than others.</i>	<i>In this session, we will consider the importance of ensuring we revise and recycle language in our classes and explore the pros and cons of testing. We will look at how to make good tests, what tests test - and what they should test - and how exam classes might differ from normal General English ones.</i>
	Language Analysis	<i>Modal verbs are a complex part of the English language and worthy of consideration. Here, however, we will be considering the broader notion of modality - the variety of ways we infer personal attitudes towards the information we present to others. We will explore the subtleties of usage of modals, look at some lexical ways of modalising and consider classroom implications.</i>	<i>We all now and love - or loathe! - the first, second and third conditionals, as well as - perhaps - the Zero conditional, and mixed conditionals. In this exploratory workshop, we will look at the broader concept of conditionality: all the different ways we talk about conditions and results, both grammatical and lexical. We will reclaim some long lost areas of useful language and consider classroom approaches to teaching this area.</i>	<i>For students, the future must be a bit of a nightmare in English. Not only is there no future tense, but there's also a whole mass of different ways of talking about the future instead, each one dependent on perspective and co-text! Here, we consider the full range of options fluent users have, explore their underlying semantics and look at how best to approach them in class.</i>	<i>This playful, nearly-the-end-of-the-course session aims to challenge your preconceptions about how grammar works and will out some of the explanations and theories common in EFL material to the test, by comparing and contrasting them with reference to real-world language in use! Expect to find yourself confused midway through - and to leave enlightened!</i>	<i>One of the best ways to ensure that language gets recycled in class is to use the board well. Teacher Talking Time also has a crucial role to play. In this session, we will see how - and attempt to reclaim the dreaded TTT in the process!</i>
	Lessons	<i>In this lesson, we will cover some speaking, some vocabulary around the subject of laws, a listening - and some modality! The material used will be Innovations Advanced: Unit 4 - the law - Page 24.</i>	<i>In this lesson, we will cover some speaking, some vocabulary around the theme of Books, Films and Music and some conditionals! The material used will be Innovations Advanced: Unit 13 - Books, Films and Music - Pages 78 and 79.</i>	<i>In this lesson, we will cover some vocabulary around the theme of games, a listening - and some more lexical ways of talking about the future! The material used will be Innovations Advanced: Unit 19 - Sport & Fitness - Pages 114 and 115.</i>	<i>In this lesson, we will do a writing lesson. The material used will be Innovations Advanced: Writing: job Application Letters - Pages 28 and 29.</i>	<i>In this lesson, we will do some revision exercises! The material used will be Innovations Advanced: Review Units 1-6, Pages 40 and 41.</i>

Tuition fee - 9204 roubles (incl VAT 18%)

The tuition fee **DOES NOT INCLUDE**:

- transportation - a Moscow-Irkutsk return flight at *circ.* 15000 roubles
- accommodaion - twin room at *circ.* 1500 pyб. per day per person, 3 meals included

All participants will receive **CERTIFICATES** from **Thomson ELT** and **CenterCom Ltd.**
Teachers adopting the **Innovations** series are granted discounts (for the tuition fee only).

Details on request from **CenterCom Ltd. (Moscow)** or online at www.centercom.ru
Contact: Angela Tatosyan at a.tatosyan@centercom.ru, tel. +7 (495) 787-9340, 787-9343

**YES! I would like to register for
the "A Lexical Approach to Teaching English" summer school!**

Full name _____

Institution _____

Tel. _____ e-mail _____

We are using Innovations as follows (fill in the quantities)

Elementary	Pre-Interm	Intermediate	Upper-Interm	Advanced
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